

Introduction

How are Voyages Connected to Industry?



Source: San Francisco Maritime National Historical Park, 3.04.G1.

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Fisherman

The geography of the San Francisco Bay, the bounty of the Pacific Ocean, and the expanding migration of people to the region created perfect conditions for the growth of a maritime industry. This lesson explores the emerging maritime industries through the eyes of a fisherman's daughter as she sees the bustling piers where ships deliver goods from places near and far.

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Focus Question: How are Voyages Connected to Industry?

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Source: San Francisco Maritime National Historical Park, 03.04.G4.01.

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How are voyages connected to industry?

Imagine yourself watching the dock workers loading and unloading this cargo.

- What sounds can you hear on the dock?
- What can you smell?
- What is the pace of the work?
- How difficult do you think it is to be a dock worker?

Setting the Stage: How are voyages connected to industry?

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Each voyage in or out of San Francisco is a business venture. To make money with a boat you can carry goods, carry people or harvest sea life. The purpose of any voyage is reflected in the design of the vessel and in the crew that she carries.

Lumber, the biggest cargo on the coast, was the founding industry for most of the towns north of San Francisco. Ships were the only practical means of transport between the West Coast communities until about 1900, when the railroads were pushed through.

Fishing and whaling operations based out of San Francisco ranged over the whole Pacific, from Alaska to Peru. By the 1880s San Francisco surpassed New England as a whaling center; baleen from arctic whales was the most valuable product.

Another maritime business venture was carrying passengers on steamers between communities on the West Coast. As the industry developed builders made the ships more comfortable for passengers. Oftentimes people had enjoyed parties on their long voyages between communities such as the twelve-hour overnight trip from San Francisco to Los Angeles.

Additional Resources

<http://www.fishermanswharf.org/History.htm>

Fisherman's Wharf Association

From the time of the California gold rush until the turn of the last century, the San Francisco fishing fleet used Fisherman's Wharf as a home base. This site recounts the history of Fisherman's Wharf

<http://www.zpub.com/sf/history/sfh2.html>

Zpub Group

Contains a San Francisco history timeline that addresses events, places, and people key to the development of the city.

http://www.planetrider.com/travel-guide.cfm/Activities/Art_and_Culture/History/San_Francisco.htm

Planetrider, the Best Travel Sites

Contains a number of sites that focus on the history of San Francisco.

Map Challenges: How are Voyages Connected to Industry?

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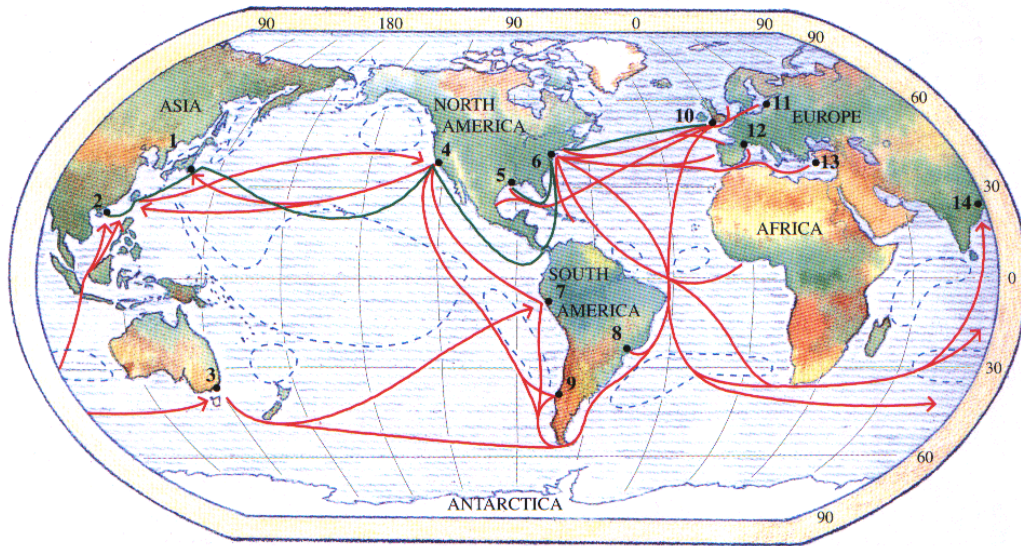


Figure 5 Nineteenth-Century World Trade Routes and Principal Seaports

World Trade Routes

- Clipper Ship Routes
- Steamship Routes
- Principal Whaling Grounds

Principal Commercial Cities

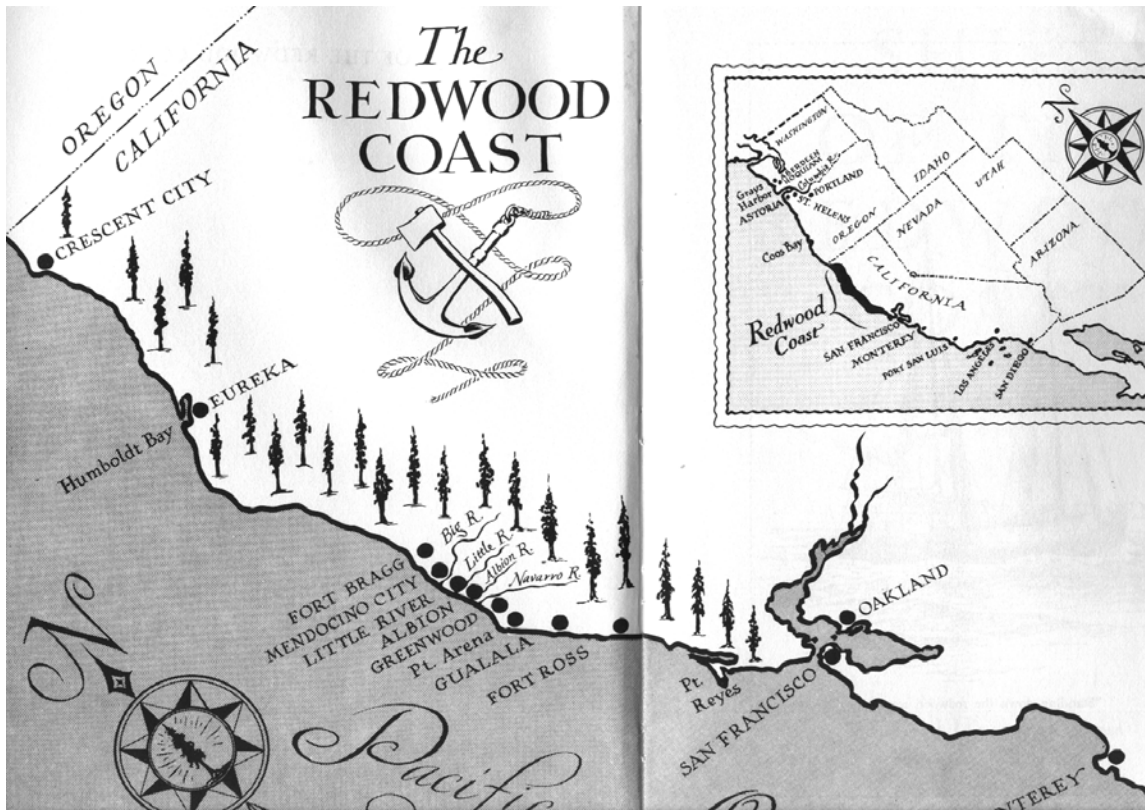
1. Tokyo
2. Canton/Hong Kong
3. Sydney
4. San Francisco
5. New Orleans
6. New York City
7. Lima/Callao
8. Rio de Janeiro
9. Valparaiso
10. Liverpool
11. St. Petersburg
12. Marseilles
13. Smyrna
14. Calcutta

(Dennis O'Brien map)

From *America and the Sea: A Maritime History*. Mystic Seaport and Museum, Inc. Mystic, CN 1998.

- Find one Clipper Ship route from New York City to San Francisco.
- Find one Steamer Ship route from New York City to San Francisco.
- What is the difference between the steamer and clipper routes?
- Find the steamer and clipper ship routes between San Francisco and Canton/Hong Kong

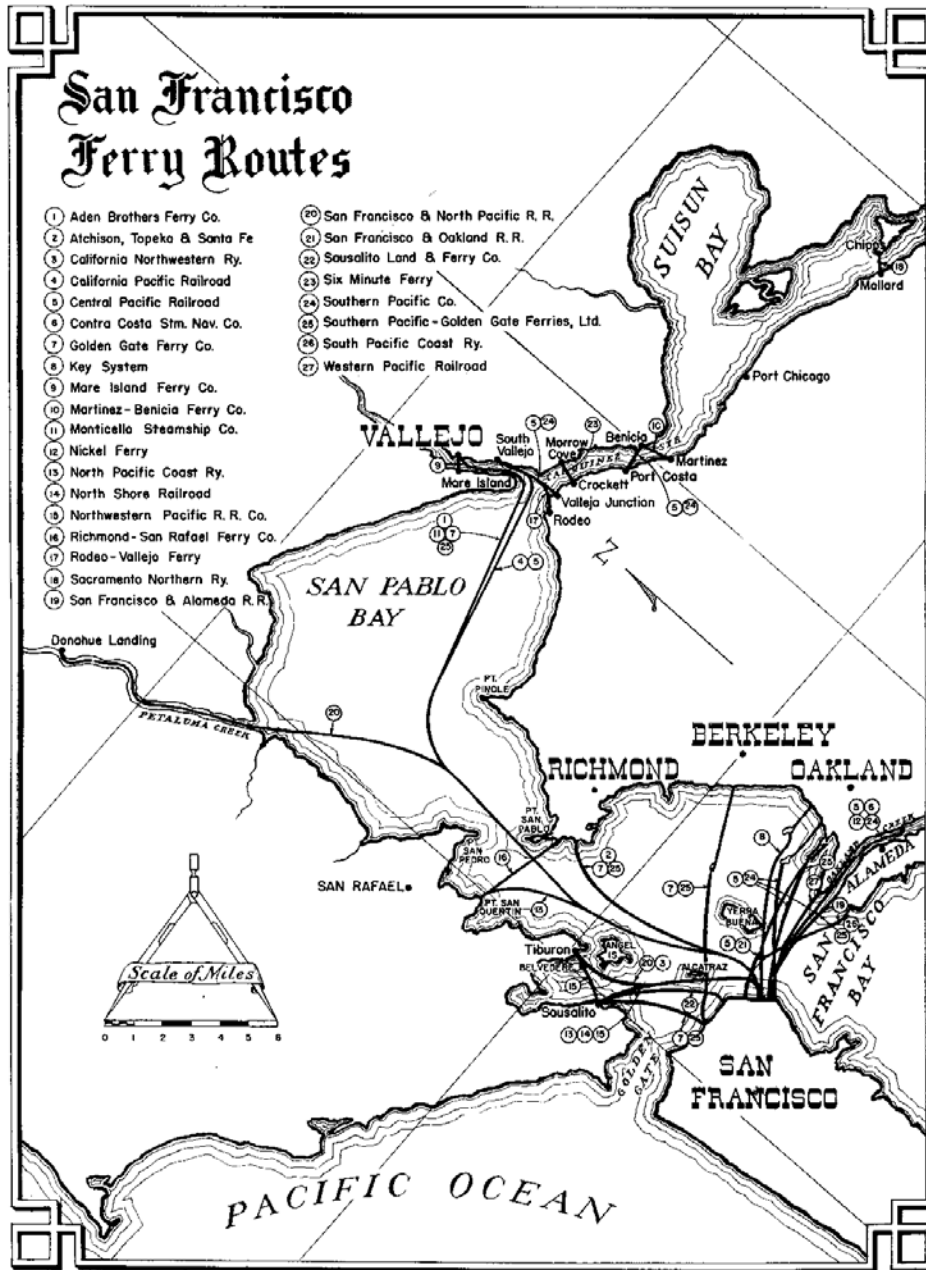
Map Challenges: How are Voyages Connected to Industry?



From *Ships of the Redwood Coast*, Stanford University Press, Stanford CA 1945.

- Look at the small map insert and identify the part of California that is called the Redwood Coast.
- What is the name of the town near Humboldt Bay?
- Is Crescent City north or south of Eureka?
- Why do you think there is a drawing of an axe and anchor on the map?

Map Challenges: How are Voyages Connected to Industry?



From *San Francisco Bay Ferryboats*, Howell-North Books, Berkeley, CA, 1967.

The first recorded Bay ferry operation was in 1850. A small boat, the *Kangaroo*, traveled between San Francisco and Oakland. Around 1900 there were nearly thirty major ferry routes operating on the Bay.

Seaside Story: Lottie's Life on the Dock

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Steamship passengers

Lottie was the daughter of a San Francisco fisherman. She lived in San Francisco in North Beach. She could hear the ships creak up and down as the wind and water tossed them about in the harbor. The bells clanged when it got stormy. Lottie lived with her mother and father in a little shack in North Beach near a large cargo dock. The date was 1858.

Right after they were married, Lottie's parents, Lorenzo and Maria, moved to San Francisco from Genoa, a fishing city in the country of Italy. They came to California in 1851 to start a fishing business. Their families had been fishermen in Genoa for generations.



Source: San Francisco Maritime National Historical Park, 03.04.G4.02.
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Lottie's mother was a young and beautiful woman. She met Lottie's father, Lorenzo and married him before her 16th birthday. Soon Lottie was born and they were a family, living in San Francisco.

Lottie's father, Lorenzo was powerful man, with strong arms. His family had been fishermen in Italy for generations. He wanted to start his own business and make his way in the world. California was a new place that offered hope for success! He saved enough money to pay for the trip to New York from Italy, then from New York to California. His father gave him

more money to help start his business in California. Once he and his new bride arrived in New York, they purchased passage on the Clipper Ship, *The Flying Cloud*. The voyage was difficult coming around Cape Horn and up the coast, but it was worth all of the hardship. Also, *The Flying Cloud* was one of the fastest ships, so they got to San Francisco in just 89 days!

Once they were in San Francisco, Lorenzo purchased a little sailboat and joined the fishing fleet in the San Francisco bay. His sailboat was lateen-rigged, just like the fleet of boats his father owned at home in Italy. The little fishing and crabbing boat was a felucca. It was painted green and he named it the *Santa Theresa*. After a few years, he purchased more feluccas and hired men to help him fish.



Source: San Francisco Maritime National Historical Park, B7.142n.
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Lottie's father caught many types of fish in the bay and out in the ocean. He caught sole, cod, sturgeon, and sanddabs. The *Santa Theresa* was the perfect vessel for fishing.



Source: San Francisco Maritime National Historical Park, 79.219.21.
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Every November Lottie, her mother and father went to the opening ceremony for crab season. It started by a religious procession and a priest blessing the fishing fleet. Often Lottie's father set traps during crab season and caught the delicious San Francisco Dungeness crabs.

Lorenzo longed to have a son who would grow up to take over the fishing business someday. When Lottie was born, Lorenzo was the most proud father and loved her completely. When she began to grow up, Lorenzo wanted to take her out in the fishing boat and started to teach her about the fishing trade. But because she was a girl, she could not go fishing. Lottie loved to watch as her father sailed his Felucca out to the bay to catch fish. Often she would look at the great sailing ships that came in and out of the harbor and longed to become a sailor and see the world. But, alas, she was a girl and girls were not allowed to be sailors either.

When Lottie turned five, Lorenzo and Maria had a baby boy and named him Francis. They called the baby, Frankie. He was destined to become a great fisherman like his father.

On special Sundays, the families of the fishermen went out on Bay and ocean for fun cruises in their fishing boats. Men played music on the decks and often the adults sang as they sailed along. The children played and had a wonderful time in the fresh breeze as they skimmed along on the sparkling bay. How Lottie loved those days! She loved the sea and she loved listening to the splashing of the boat in the waves, the squeak of the rigging as it strained under the pull of the wind, and she loved how the little boat heeled as it leaned to the leeward side. Lottie wanted to be at sea all of the time. She dreamed of being a sailor someday. This was a strange dream for a girl from a traditional Genoan family, but a real one for her.



Source: San Francisco Maritime National Historical Park, A12.30,819N. Mending Nets.
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During the week, when her father returned from fishing, Lottie became skilled using the netting needle to repair any tears that might have happened while the men were hauling in the fish from the ocean. She liked helping her father. He made \$5.00 a week with her help. This was much more than most of the fishermen who just made \$2.00 a week.

While she was waiting for her father to come back from fishing, Lottie played near the docks and watched as the cargo was unloaded. Sometimes she was able to see what was inside the wooden crates that came by ship from all over the world. Often she would guess what was in those crates and

which country it came from. She would overhear the men talking about where they had traveled.

One fine day her Uncle Alfonso came to visit. Uncle Alfonso was a sailor. He had been to China and England. He worked on a large cargo ship. He found a map of the world and gave it to Lottie's mother. That was the beginning of Lottie's new secret life!

She began to observe the cargo. Lottie began to notice that it came from countries far away. So many things were brought into the harbor. There were whaling ships that brought in whale oil for lamps and boxes of whale baleen that would be used to make umbrellas and buggy whips. There were cargo ships carrying out 100 pound bags of wheat from the California inland farms. There were ships carrying wood for people to build houses. But the cargo she liked most of all was the beautiful brightly colored silk and other fabric for the rich ladies to use for dresses. She also liked the china and silver for the tables of fine people. Lamps and other household items were crammed into the huge wooden cargo crates, too.

Lottie longed to see the far off places where these beautiful goods were made. Sometimes she would ask the stevedores exactly where the cargo was going and from where it came. Lottie thought about going to some of those far off places some day and about her dreams of one day being a sailor on a ship.

Since she was a girl, her dream would never happen. She knew that girls were not allowed to be sailors in those days. One day in 1865, on her 14th birthday, Lottie decided to dress up like a boy and sign on to a cargo ship as an ordinary seaman. She packed some clothes and her mother's map.

Lottie went to the ship the next morning and signed on as a cabin boy using the deepest voice she could muster. The ship's mate eyed her and thought she was a bit small, but he needed the hands on the deck and believed he could build her up to a strong young man! So this is how Lottie became a sailor's apprentice and set sail one fine spring day!

Lottie was a skilled sailor from all of the years she spent with her father. She was strong and willing to work hard for long hours. She became a favorite of the crew and the ship's mates. Lottie loved the ocean and loved

her new life as a sailor. She just missed her family at home. She also missed being a girl, but never let on who she was.

It so happened that Lottie's ship was owned by Abigale Rix's father. Abby was 16 years old and was on a voyage back to Boston to see her grandmother. She was cloistered in the Captain's cabin. Oh how she wished she could meet the sailors and hear about their exciting voyages to far off places! One day the seas were calm and the sun was shining. Abby got permission to go out on deck for some sun if she was quiet and did not talk to the sailors. She agreed and went strolling along the deck, basking in the sun. All of a sudden she bumped right into a young sailor! She started to talk to the lad and found out this was his first voyage. There was something about him that made Abby curious. Each day, Abby would find an excuse to go to deck and find this strange boy. He told the most exciting tales about the sea! After they knew each other for a while, the "boy" told Abby the truth.

Abby discovered that the new sailor was really a girl named Lottie who dressed up as a boy. When the ship arrived in Boston, Abby took Lottie to her grandmother's house. Although Lottie was an Italian immigrant and the daughter of a fisherman, there was something about her that Abby's grandmother liked. Lottie's vivid imagination captivated the grandmother. Lottie could tell stories that captivated people. Lottie lived at Abby's grandmother's house and became the head housemaid. Abby eventually went back to San Francisco.

After a few years, Lottie moved back to San Francisco. She eventually became the nanny for Abby's children. Lottie captivated their imaginations with her vivid tales about the sea.

- What did Lottie like about going to the docks?
- Why did Lottie want to become a sailor?
- Where have you dreamed about going? What is the place like?

Maritime Artifacts: How are Voyages Connected to Industry?

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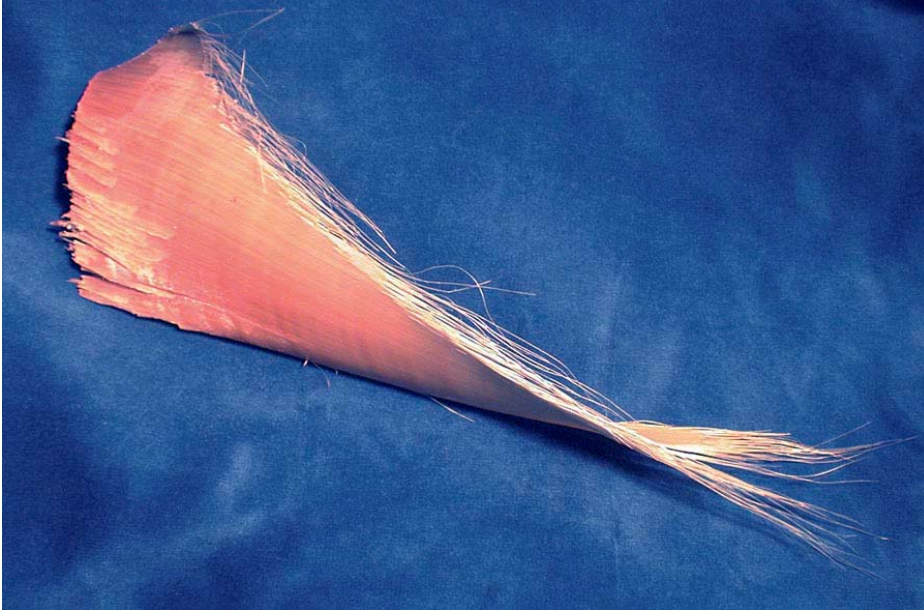


Source: San Francisco Maritime National Historical Park, SAFR 4796.
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Netmaking Needle

Used in net making and repair, the inner prongs of the wooden needle were wrapped with twine like a bobbin. The worker wove these needles in and out to create intricate knotted patterns.

- How is this needle different from a sewing needle?



Source: San Francisco Maritime National Historical Park, SAFR 6472.
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Whale Baleen

Whalebone was the most important product of San Francisco's Arctic whale fishery. Baleen is a tough, springy material taken from the jaws of certain whales. It was used to make products such as umbrella ribs and buggy whips.

- What do they use to make umbrella ribs today?

Standards Based Activity: Maritime Industry Jigsaw

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Activity Process and Outcome

Students will work in small groups to participate in a fact search about the maritime industry using the story, *Lottie, The Fisherman's Daughter*. Student groups can also use the suggested web sites for further fact research. After gathering facts student work together in small groups to create final showcase projects that describe the maritime industry between 1850 and 1900. *This activity works best after visiting the museum and visitor center.*

Objective

Students discover information about the maritime industries prevalent in San Francisco during the middle to late 1800's. They synthesize what they learned to create a higher level of understanding.

Activity

1. Ask students to work in small groups. If the class is large, six groups should be formed. If the class is small, three groups should be formed. The time in history is between 1850 and 1900.
 - The two *A groups* will participate in a fact finding mission for types of cargo hauled in ships during that time. This group should also search for the kinds of work connected with cargo and the port of San Francisco.
 - The two *B groups* will participate in a fact-finding mission for the San Francisco industries that were formed around the bounty from the sea. This group should also search for the kinds of work connected with gathering bounty from the Pacific Ocean and San Francisco Bay.
 - The two *C groups* will participate in a fact-finding mission looking for the maritime industry that made money by transporting people. This group should also search for the kinds of work connected to transporting people to and from the San Francisco Bay.
2. Copy the attached Fact-finding Mission activity sheets and distribute to the appropriate groups.

3. Ask students to read the story, *Lottie, The Fisherman's Daughter*, and find as many facts about their assigned branch of maritime industry as possible. Also suggest the following web sites for further research. Ask students to write their facts on the Fact-Finding Mission activity sheets. (Add Web sites for the three industries)
4. Once all groups complete their fact-finding activity sheets, combine the two sets of A, B, and C groups together to share facts about all three industries, thus forming two larger groups of approximately 15 students.
5. Ask the two larger groups to each develop a project that showcases the facts about all three maritime industries: Cargo, bounty from the ocean, and transportation of people.

Suggestions for the project:

1. Create a semantic map/web that has three major branches: Cargo, bounty from the sea, and transportation of people. Students fill in facts and details about each major branch. (See blackline master as example)
2. Create a PowerPoint or HyperStudio presentation about the three maritime industries. Students create pages for each of the three maritime industries.
3. Create a web page for each maritime industry.

Quick Assessment

Semantic maps/webs should have three major branches: Cargo, Bounty from the Sea, and Transportation of People. Semantic maps/webs must include details that support each branch include specific facts from the story and web sites.

Fact Finding Mission Activity Sheet
Maritime Industry
Cargo

List the facts about types of cargo carried on ships and related jobs between 1850 and 1900.

Fact _____

Fact _____

Fact _____

Fact _____

Fact _____

Fact _____

Fact _____

Fact _____

Fact Finding Mission Activity Sheet
Maritime Industry
Transportation of People

List the facts about the transportation of people and related jobs in the maritime industry.

Fact _____

Fact _____

Fact _____

Fact _____

Fact _____

Fact _____

Fact _____

Fact _____

Fact Finding Mission Activity Sheet
Maritime Industry
Bounty from the Sea

List the facts about bounty from the sea and related jobs between 1850 and 1900.

Fact _____

Fact _____

Fact _____

Fact _____

Fact _____

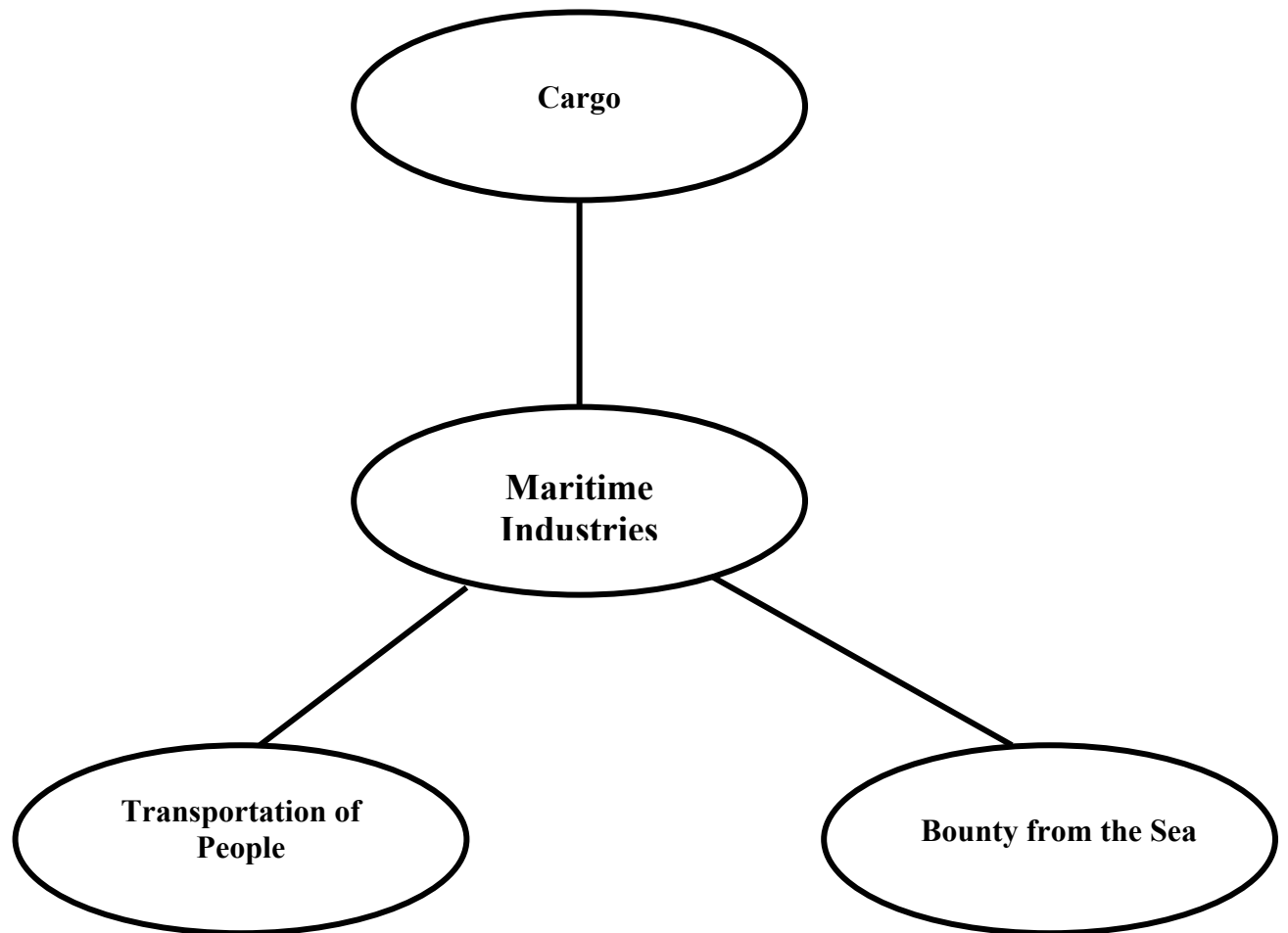
Fact _____

Fact _____

Fact _____

Fisherman Activity

Semantic Map/Web



California State Content Standards for Public Schools

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The following standards correlate to this unit.

Fisherman

HISTORY STANDARDS

Historical and Social Sciences Analysis Skills Grades K-5

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.

Research, Evidence, and Point of View

2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

Historical Interpretation

2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

California: A Changing State Grade 4

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic the Mexican-American War, the Gold Rush, and the granting of statehood.

2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural growth

2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
3. Discuss immigration and migration to California between 1850 and 1890, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).

United States History and Geography: Making a New Nation

Grade 5

LANGUAGE ARTS STANDARDS

Grades 4 and 5

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in

Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
- 2.2 Analyze text that is organized in sequential or chronological order.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Expository Critique

- 2.5 Distinguish facts, supported inferences, and opinions in text.

Navigator

HISTORY STANDARDS

Historical and Social Sciences Analysis Skills Grades K-5

Chronological and Spatial Thinking Chronological and Spatial Thinking

- 2. Students correctly apply terms related to time, including *past*, *present*, *future*, *decade*, *century*, and *generation*.
- 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- 3. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Research, Evidence, and Point of View Research, Evidence, and Point of View

- 1. Students differentiate between primary and secondary sources.
- 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

California: A Changing State Grade 4

- 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

- 2 Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural

3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).

LANGUAGE ARTS STANDARDS

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